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ABSTRACT

This special project, a fifth year review of an institution under current accrediting commission policy, was undertaken at College of the Siskiyous (COS). Its purpose was to provide a comprehensive evaluation of the institution and its programs and services through surveys of community residents, staff members, and former and current students. A telephone survey of 500 randomly selected households, conducted to assess the educational needs of the district, revealed that residents were aware of COS, felt that providing education and training to help people get jobs was the most important college function, and rated COS highest in providing transfer education. Interviews conducted with 62 former COS transfer students at their four-year institution found favorable evaluations of COS's size, location, atmosphere, and transition opportunity, and criticism of the preparation provided in writing and library-utilization techniques. Telephone interviews were also conducted with 80 former vocational students, revealing that over 90% of this group had no trouble in finding employment and that almost all felt adequately prepared by their COS program. The 600 day students who were surveyed in class to determine their perceptions of their instructors and courses rated faculty highest on homework and field trip relevance, and knowledge of and enthusiasm for their subject, and lowest on lecture clarity, class organization, and use of audio-visual material. Most of the COS staff surveyed felt they had good relationships with their colleagues and that teaching was COS's most important task. The survey isntruments are appended. (LAL)

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Management Report

1983 - 4/2

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COLLEGE OF THE SISKIYOUS COMPREHENSIVE INSTITUTIONAL EVALUATION SYSTEM

Eugene Schumacher
Gary Peterson

JC 840 027

ACCCA Your Professional Association

Association of California Community College Administrators

FOREWORD

The provisions for fifth year review of an institution under current Accrediting Commission policy include four options, among them "an alternative special study project." Subject to advance approval by the Commission, such projects are as varied as the colleges proposing them.

For its unique approach to fifth year review, College of the Siskiyous, under the direction of President Gene Schumacher and Vice-President Gary Peterson, developed a special project designed to provide a comprehensive evaluation of the institution through a series of surveys involving community residents, staff members, and both current and former students. What those surveys revealed was not only one measure of the degree to which the college fulfills its function(s), but one means for determining the impact of the institution on the individuals it serves. An added dimension of the project derived from the light that it cast on the relationship of college employees to the overall institution.

With the growing concern for accountability among our colleges and the increasing attention on accreditation as a means of achieving it, this project merits the consideration of management staff as they review the many ways of measuring the collective success of their own institutions. Copies of all survey instruments utilized in this fifth year review except for the needs assessment are contained in the Appendix. Readers interested in the needs assessment may wish to write President Schumacher at College of the Siskiyous.

Ray Liedlich
Columbia College

ABOUT THE AUTHORS

Gene Schumacher is President/Superintendent of College of the Siskiyous, a position he has held since 1970. Prior to that time, he served as Dean of Students and Dean of Instruction at Antelope Valley College having joined that staff in 1958. He is currently serving on the Finance and Legislation Commission of the California Association of Community Colleges, the Small Rural College Commission for the American Association of Junior and Community Colleges, and on the policy board of the Northeastern Higher Education Council.

Gary T. "Pete" Peterson is Vice-President/Dean of Instruction at College of the Siskiyous. He previously held positions at Canal Zone College, DeAnza and West Valley. He is presently performing research for a book on entrepreneurship in higher education administration and for an ACCCA-sponsored study of economic development activity in United States two-year colleges. Dr. Peterson is the former director of the ACCCA Management Development Institute, has chaired nine state, national and international conferences (including three for ACCCA), is the author of 30 published articles and a book on Learning Centers, and has given over 20 major addresses.

COLLEGE OF THE SISKIYOUS
COMPREHENSIVE INSTITUTIONAL EVALUATION SYSTEM
EUGENE SCHUMACHER, PRESIDENT
GARY PETERSON, VICE PRESIDENT - INSTRUCTION

The interim five-year accreditation visit for colleges with a ten-year accreditation may be preceded by a number of activities designed to determine the status of the College's programs and services.

College of the Siskiyous chose a special project aimed at a comprehensive institutional evaluation. In order to perform the number of appraisal functions, the College organized the effort to include maximum participation from college personnel. The entire activity was under the leadership of a steering committee, chaired by the CEO. The other members of the committee were:

President, Board of Trustees
Vice President, Instruction
Counselor
President, Academic Senate
President, CSEA Chapter #581

A secretary, Mrs. Paula Hildreth, was also assigned to the project.

The first meeting of the group was spent defining the scope of the activities, ensuring that every member of the college community would be involved in some way, and assigning responsibilities for each of the activities. Our emphasis would not be on comparing College of the Siskiyous with other community colleges, but rather on determining the impact we have on the individuals we serve and the relationship of employees to the institution.

The evaluation was made up of five different activities. The areas of investigation, and the chairman made responsible, were:

A. Educational Needs Assessment Survey of the Communities of the District	E. Schumacher, President
B. Survey of Former COS Students	Don Stensaas, Counselor Fred Obermiller, Dir. of Voc-Ed.
C. Student Evaluation of Instructors and the Instructional Program	Gary Peterson, Vice President
D. Survey of the Staff Regarding the Functions of the College	Jim Witherell, Pres., Acad. Sen. Robert Wineland, Pres., CSEA #581
E. Outreach Program Evaluation	Fred Redelsperger, Dean - X-Day

The Outreach Program was not as comprehensive an activity as the first four, but it had been a specific effort on the part of the College and was an area of concern for the last accreditation team.

A. Educational Needs Assessment of the Communities of the District

The Office of the Chancellor, California Community Colleges, Board of Governors, under a federal Vocational-Education Grant, had recently undertaken a statewide survey to determine public response to vocational education needs. A review of the survey document indicated that it paralleled, to a large extent, the areas of interest of COS. The statewide study had been carried out by Ms. Jennifer D. Franz under contract to the Chancellor's Office. The College contacted Ms. Franz, and with her assistance, the steering committee modified the survey document to more specifically elicit the areas of interest of the College while still maintaining a majority of the already validated survey items.

Ms. Franz indicated that it would be advantageous to hire professional interviewers, or to train a relatively small staff to undertake the interviewing activities. The steering committee had, however, already determined that the interviewing activities should be carried out by the certificated staff of the College.

Ms. Franz was employed by the District as a consultant for a period of approximately one week. During that time, she provided two in-service training programs that included all members of the certificated staff, and she monitored all survey activities. A telephone center was established in the College Board room, and each member of the faculty was assigned a number of randomly-selected telephone numbers as well as several scheduled hours to undertake the survey activities (on the average, most surveyors completed their work within a three-hour period).

Every effort was made to eliminate phone numbers that were non-existent or were assigned to businesses, ensuring that a maximum number of phone calls would be productive and that the staff would spend the minimum amount of time listening to tape recorders informing them that they had dialed a number that was not in service. The telephone technique was selected since it could be completed in the shortest amount of time and ensured the District that an adequate number of responses would be received. It had been previously determined that a random-survey sample of approximately 500 was required to make the study valid. The technique employed enabled the District to continue interviewing until at least 500 acceptable, completed survey forms had been obtained. The telephone survey technique also enabled us to schedule carefully the activities and stay within the time limits established for the survey activities.

Since all survey activities were monitored by Ms. Franz and the steering committee secretary, we were reasonably confident of the objectivity of the survey. A major advantage was that the faculty and administrators, themselves, received first-hand information on the reaction of the general public to College of the Siskiyous and the program it had provided. The information was keyed into the computer and tabulated in a variety of ways for the team and on-campus utilization.

The contract with Ms. Franz represented the only out-of-pocket expense the District incurred in the entire project. Her fee for the week was approximately

$1,000. All other costs connected with activities were absorbed by the various departments and divisions undertaking the activity.

B. Survey of Former COS Students

This survey was divided into two parts. One survey concentrated on those students who had transferred and were currently attending a senior institution. The other concentrated on those students who had, within the past year, completed a vocational-instructional program and were currently employed or were seeking employment. We felt that these two groups were in the best position to evaluate the College in terms of the currency and effectiveness of the educational program.

Transfer students were surveyed by Dr. Stensaas at their campuses of attendance. The interview, using a standardized interview form, took place over a period of several months. Dr. Stensaas visited five different campuses, conducting interviews for a period from 4-8 hours at each campus, interviewing a total of 62 former COS students. Vocational students were contacted by Mr. Fred Obermiller, Director of Vocational Education, assisted by members of the vocational faculty. The telephone interview technique was again utilized with a standardized survey instrument developed by Mr. Obermiller. Over 80 useful survey documents were collected.

C. Student Evaluation of Instructors and Instructional Program

The Dean of Instruction, assisted by several members of the College faculty, developed a 23 question survey instrument. The survey was administered early in the spring semester and students were asked to evaluate courses and instructors they had had during the prior fall semester. Responses were all mark sensed with the exception of narrative responses to a number of open-ended questions, and every effort was made to protect the anonymity of those responding to the survey.

Students completed a survey document for each class they had successfully completed during the prior semester. They graded each of the questions on a four-point scale. Again, the data was entered in the computer and tabulated in such a manner that faculty members could determine their own grade on each question as well as compare themselves with the grade received by the faculty as a whole. The same type of information was developed for each of the courses evaluated.

D. Survey of COS Staff Regarding Functions and Services of the College

Mr. Witherell and Mr. Wineland, with the assistance of the steering committee, developed a 54 question instrument dealing with the various functions and services provided by the College. Each member of the staff was asked to evaluate these functions and services in terms of their importance as well as how well they were being performed. In order to ensure 100% participation in the survey, a meeting was called of all employees of the District. The purpose and nature of the questionnaire was explained, and each employee was required to complete the questionnaire at the meeting. Answer sheets were reviewed, as received, ensuring that each person answered all questions.

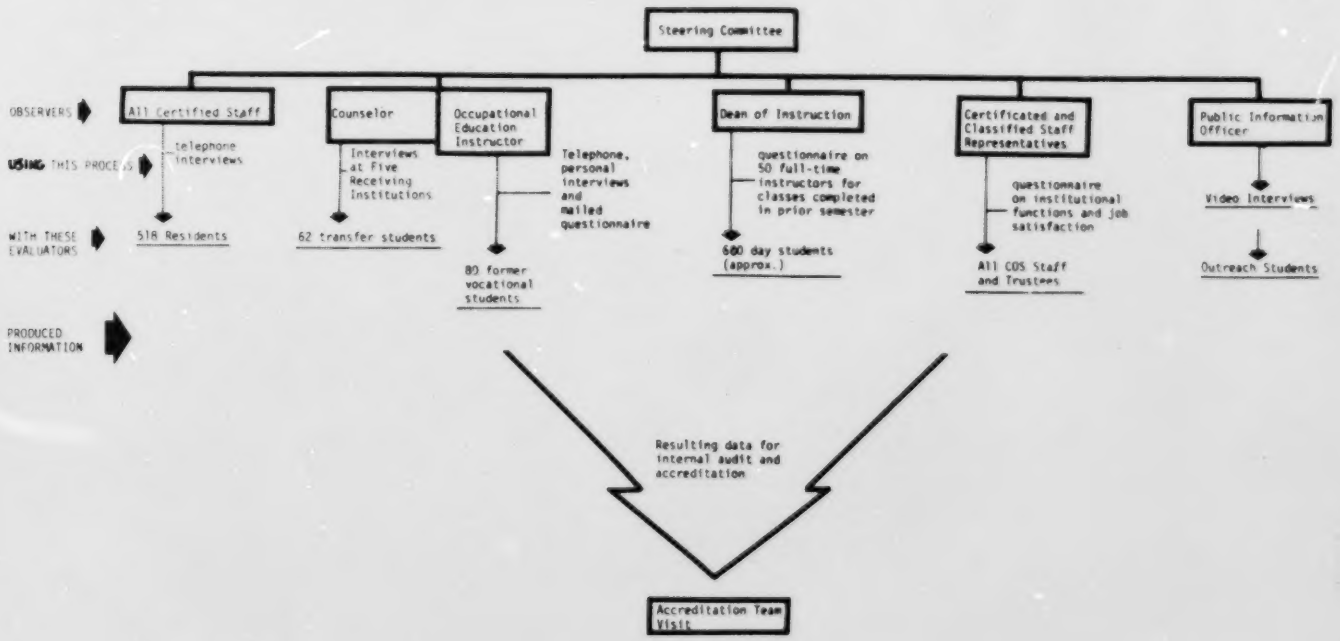
Responses were tabulated in total as well as in terms of the classification of the employee. Responses were grouped by Certificated Staff, Administration, Board of Trustees, and Classified Staff.

E. Outreach Program Evaluation

In this particular instance, we did not feel that a survey document would be appropriate as the clientele served was so diverse, and we did not feel there were appropriate standards of comparison. The Outreach Program consists of a series of individualized, media-supported, instructional programs offered in fifteen locations throughout the District. The distance and travel time would prohibit on-site inspection by the accreditation team (one location is 150 miles from campus). We therefore asked the Public Information Officer and the Media Center to develop a video cassette documenting the nature of the program.

Because the cassette included documentation of travel to and from the various areas, it turned out to be a rather impressive travelogue of Siskiyou County. The video presentation clearly indicated the distances, weather conditions, and the isolation with which we had to deal. The students were very supportive and clearly documented the level of success we were achieving with our Outreach activities.

The chart below generally summarizes the activities involved, those responsible, and the number and nature of participants. Copies of the survey documents are provided in the appendix at the end of this monograph.



CONCLUSIONS

A. Educational Needs Assessment Survey of the Communities of the District

Perhaps the most valuable outcome of the activity is that each of the participants was able to draw conclusions from the information relating directly to themselves and/or their assignment. Individual faculty reacted differently, not only to the interviews they had conducted in the community survey activity, but also to the results received in the student survey of staff and the instructional program. From the standpoint of the Institution, possibly the most valuable information was derived from community reaction to question #16 in the community survey. On this question each person interviewed was asked to react to seven different functions provided by community colleges. They were asked to rate each function in terms of its importance, as well as rate the College on how well it was performing that function.

Listed below are the various functions in ranked order, and the grade they received on a four-point scale. The functions are listed in the left column, ranked in order of grade received for importance, and in the right column, ranked in order of grade received on how well we are doing.

Importance	Job Rating
a. to provide education and training which help people get jobs.....3.83	b. to provide classes which people can use to transfer to a four-year college or university.....3.19
b. to provide classes which people can use to transfer to a four-year college or university.....3.78	e. to provide people with the opportunity to continue their education on a life-long basis.....3.15
d. to help people improve basic skills such as reading and writing.....3.67	g. to provide people with cultural arts, recreation, and special-interest programs.....3.11
f. to provide students with services such as counseling, job placement and career advice.....3.65	d. to help people improve basic skills such as reading and writing.....3.02
e. to provide people with the opportunity to continue their education on a life-long basis.....3.51	f. to provide students with services such as counseling, job placement, and career advice.....2.99
c. to provide classes so people can develop an understanding of themselves and surroundings.....3.25	a. to provide education and training which help people get jobs.....2.94

(continued)

g. to provide people with cultural arts, recreation, and special interest programs.....3.21

c. to provide classes so people develop an understanding of themselves and their surroundings.....2.91

One frustrating response of the report was that respondents felt community service activities were of least importance although relatively well done. However, on another question which asked respondents that if they had attended the College what courses had they taken, the majority (52%) indicated they had attended the College to take self-improvement or personal-enrichment courses.

Overall, we were generally pleased with survey results. Only 7% of the respondents knew nothing about the College; all of the others were quite familiar with the school and what it was doing.

Approximately half (250) had attended the College and 19% were currently enrolled. Three-quarters of the respondents thought the College was doing a good to excellent job with only 1% feeling the Institution did a poor job. We were surprised to find that almost 10% of the individuals required some special assistance due to a physical or learning disability and such data has led to program development in that area. The demographics of the respondents corresponded very closely to the county-wide population which reaffirmed the belief that the random-selection process of respondents was reasonably valid.

B. Survey of Former COS Students Who Have Transferred to Other Institutions

The schools and the number of students interviewed were:

CSU-Chico	23
CSU-Sacramento	17
CSU-Humboldt	10
Southern Oregon	9
UC-Davis	4

The sixty-three students interviewed represent approximately half of the students who transferred to these schools that year. What our transfer students liked about College of the Siskiyous included:

1. Our size. They appreciated the small classes and the personal attention given them by instructors.

2. The location. The mountainous setting, the scenery, and recreational opportunities are great drawing cards.

3. The overall friendly atmosphere of students, faculty, and community made the students comfortable.

4. The excellent transition opportunity. COS enabled many students to succeed at transfer institutions. Without this experience, many believe they would have failed. Our students reported they did very well academically, when transferring, although there was a noticeable grade loss the first semester.

Our records indicate grade loss differential of -0.29 in GPA. The students did have, in some instances, criticism of selected instructors in specific programs, and these comments were relayed to the individual instructor for evaluation and program adjustments.

The most persistent criticism was that students did not feel that they were assigned a sufficient number of writing assignments nor were they required to be sufficiently familiar with library-utilization techniques.

Survey of Former Students Who Were Involved in Vocational Programs

Over 80 respondents took part in the survey and represented all occupational programs offered by the College. The results were overwhelmingly positive to all questions. More than 90% of the respondents had no trouble finding employment after completing their program at the College. There was only one negative response to the question, "Did your COS program adequately prepare you for your job?"

When asked for suggestions that might improve the College, the only consistent response was the suggestion that the College build an indoor swimming pool and handball courts.

C. Student Evaluation of Instructors and Instructional Program

The findings of the survey were generally very consistent with the individual's self-perception, and with that of the Vice President. There appears to be a great deal of self-validation or face validity in the instrument. As a whole, the faculty scored highest on homework relevance, field trip relevance, knowledge of their subject, and enthusiasm for their subject. The lowest scores were received in lecture clarity, class organization, and use of audio-visual material.

Students did, however, distinguish fairly clearly between what they considered to be good, or "A" instructors, and low, or "F" instructors. On the composite, however, even the lowest scores were quite high indicating a strong faculty performance.

The faculty evaluation by students who had already completed classes had several advantages:

1. provide an evaluation after a course had been completed;

2. written and statistical feedback;

3. a comparison of each instructor to a composite, all-college instructor;

4. a sharing of student evaluation between the Vice President and the individual toward promoting staff development.

In most cases, the process product validated both the Vice President's and the individual faculty member's evaluations of the instructor's skills.

The outcomes of this one-time evaluation process were several:

1. promotion of growth;

2. individual conferences about the process opened up and promoted communications;

3. there is now a body of information about the faculty as a whole which may be used to redirect institutional resources for staff development.

The evaluation of faculty that was done by former students both as part of the on campus survey and the survey at transfer institutions was brought to the attention of the various faculty members as a normal part of the evaluation process. The faculty sub-committee did, however, feel they would rather go back to an evaluation procedure that did not compare or grade one faculty member against another.

D. Survey of College of the Siskiyous Staff Regarding Functions of the College

Most members of the staff felt they had a good relationship with their colleagues, and with other segments within the Institution. Each of the separate segments--Governing Board, Administration, Faculty, and Classified--rank in the top 10% insofar as overall ratings of performance. The staff did not concur with the community in terms of the ranking of functions insofar as their importance. They ranked teaching as the most important task listing general education, teaching of reading and writing, teaching of mathematics, academic advising for university transfer, and preparation for transfer.

Rounding out the top ten were these: meeting the educational needs of the community, staff relationship to students, personal counseling of students, advising for job training, and occupational training in general. Compared with importance, the staff ranked as best performances--the maintenance of facilities, athletic programs, courses in science, and support for community activities. Also in the top ten were financial-aid services, overall general education, courses in business occupations and meeting educational needs of the community, and staff relationships to students. Almost all respondents felt that their jobs were important.

In the case of the Outreach Program, the accreditation team viewed the video tape, and then discussed with the Director of the Program, the general nature and problems involved. In preparing the Accreditation Application, all of the items in all of the questionnaires were included as were the raw scores received on each question and the percentage of respondents selecting each option.

One of the overall conclusions that was drawn from the various surveys was that there is general agreement that there needed to be a greater participation in the governance process. The institution, since the accreditation visit, has held two Charrettes with a rather broadly-based participation (almost half of the total staff were involved). A new and more broadly-based committee structure has been developed and is now in place. The hope is that a greater level of participation will allow more staff members to feel that they are directly involved with the development of decisions concerning their general well being, and that the committee structure will promote and improve communication.

Overall, the College learned a great deal about itself, and we feel the activity was definitely worthwhile. Should the District have a similiar opportunity in the future, it is quite likely we would undertake a similiar activity. The modification we would suggest at this point is narrowing to some extent the overall scope of the project. That is, concentrate on one or two surveys, rather than the five that were undertaken in this instance. This would give the limited number of staff members more time to develop a more comprehensive instrument and to analyze the results more thoroughly rather than with the relatively short, broad-brush approach that this project illustrates.

ES:ck

SPECIAL EVALUATION QUESTIONNAIRE
COLLEGE OF THE SISKIYOUS
FEBRUARY 24 and 25, 1981

Read your instruction sheet before beginning. Use a number 2 pencil and place numerical data on a scoring sheet. Place comments on this sheet.

Please fill out a different questionnaire for each class you took in the day (before 4:30 p.m.) last semester (fall 1980) at College of the Siskiyous. Do not put your name on the questionnaire. Only fill out questionnaires for courses in which you were in class for at least eight weeks (half the semester) or if a short term (workshop) course, one which you completed.

Course Name: _____

Instructor's Name: _____

For the numbered questions, please rate each one on the scale and then, when you can, provide any short statement you would like to help us understand your reaction to the question.

Scale: A = excellent, always, etc.
B = good, usually, etc.
C = satisfactory, sometimes, etc.
D = poor, rarely, etc.
E = not applicable

1. Did the instructor explain clearly at the beginning of the semester how you would be graded?
   On scoring sheet mark one: A B C D E
   Your comment:

2. Did the class adequately cover the material outlined in the course description?
   On scoring sheet mark one: A B C D E
   Your comment:

3. Were lectures presented clearly?
   On scoring sheet mark one: A B C D E
   Your comment:

4. Were the reading assignments relevant to the lectures?
   On scoring sheet mark one: A B C D E
   Your comment:

5. Was the homework relevant to the text and lecture?
   On scoring sheet mark one: A B C D E
   Your comment:

6. Were the laboratory assignments relevant to the text and lectures?
   On scoring sheet mark one: A B C D E
   Your comment:

7. Were the field trips relevant to the text and lectures?
   On scoring sheet mark one: A B C D E
   Your comment:

8. Were assignments made clearly?
   On scoring sheet mark one: A B C D E
   Your comment:

9. Were student papers returned within a reasonable length of time and when promised?
   On scoring sheet mark one: A B C D E
   Your comment:

10. Was your performance on tests and assignments clearly and fairly evaluated?
    On scoring sheet mark one: A B C D E
    Your comment:

11. Was the class well organized?
    On scoring sheet mark one: A B C D E
    Your comment:

12. Was the class enjoyable?
    On scoring sheet mark one: A B C D E
    Your comment:

13. How would you rank the instructor's knowledge of the subject?
    On scoring sheet mark one: A B C D E
    Your comment:

14. Was the class well paced (Did the instructor try to cover about equal amounts of material each class meeting)?
    On scoring sheet mark one: A B C D E
    Your comment:

15. Did the Instructor make appropriate use of audio visual materials (films, filmstrips, transparencies, records, tapes, models, etc.)?
    On scoring sheet mark one: A B C D E
    Your comment:

16. Did the instructor show enthusiasm for the subject?
On scoring sheet mark one: A B C D E
Your comment:

17. Was the instructor available for extra help on a regular basis?
On scoring sheet mark one: A B C D E
Your comment:

18. Did the instructor answer questions adequately?
On scoring sheet mark one: A B C D E
Your comment:

19. Did the instructor have a sense of humor?
On scoring sheet mark one: A B C D E
Your comment:

20. If you took two or more classes last semester, how would you rank this class?
A. did not take two or more classes last semester
B. about as good as the others
C. much worse than the others
D. much better than the others
Your comment:

21. How would you rank the instructor in this class?
A. Among the best I've ever had
B. Better than average
C. Worse than average
D. Among the worst I've ever had

22-23

What grade did you receive in this class? (provide only one response on the answer sheet)

22. (A) A (B) B (C) C (D) D (E) F

23. CR N/C INC DR OTHER

24. What did you like best about this course? (answer on this sheet only)

25. What did you like least about this course? (answer on this sheet only)

SURVEY OF FORMER C.O.S. STUDENTS

TO HELP FACILITATE TRANSFERRING FROM C.O.S. TO A 4-YEAR COLLEGE OR UNIVERSITY, MORE USEFUL INFORMATION IS NEEDED CONCERNING C.O.S. PROGRAMS, FACILITIES, AND INSTRUCTION. WE WOULD VERY MUCH APPRECIATE YOUR HELP IN COMPILING THIS INFORMATION TO AID FUTURE C.O.S. STUDENTS. PLEASE ANSWER THE FOLLOWING QUESTIONS.

I. DID YOU HAVE ANY PROBLEMS TRANSFERRING FROM C.O.S.?

II. DID YOUR C.O.S. ADVISOR ADEQUATELY AND ACCURATELY AID YOU IN UNDERSTANDING
   A. GENERAL EDUCATION REQUIREMENTS?

   B. MAJOR REQUIREMENTS?

III. WERE C.O.S. ADVISORS READILY AVAILABLE TO YOU?

IV. HOW COULD C.O.S. HAVE BEEN MORE HELPFUL TO YOU IN PREPARING YOU FOR TRANSFERRING
   A. WERE THERE ANY PARTICULARLY WEAK OR STRONG COURSES ABOUT WHICH YOU WOULD LIKE TO COMMENT?

   B. WERE THE COURSES HERE AT C.O.S. TOO EASY? TOO DIFFICULT?

   C. WAS THE AMOUNT OF WORK PER CLASS AT C.O.S. SIMILAR TO THE AMOUNT OF WORK AT THE 4-YEAR INSTITUTION? IF NOT, HOW DID IT DIFFER?

   D. WERE THE GRADES RECEIVED AT C.O.S. REALISTIC? ARE YOUR GRADES IN THE 4-YEAR INSTITUTION SIMILAR?

V. WAS C.O.S. A GOOD TRANSITION BETWEEN HIGH SCHOOL AND THE 4-YEAR SCHOOL?
   A. DID YOU HAVE ANY TROUBLE ADJUSTING TO C.O.S.?

   B. WOULD YOU HAVE RATHER STAYED AT C.O.S. LONGER? SPENT LESS TIME HERE?

VI. WHAT MIGHT HAVE BEEN PROVIDED AT C.O.S. TO INCREASE YOUR ENJOYMENT OF THE SCHOOL?
   A. ACADEMIC OFFERINGS?

   B. RECREATIONAL OFFERINGS?

   C. SPECIFIC FACILITIES?

VII. ADDITIONAL COMMENTS. ANY COMMENT (CRITICISM OR COMPLIMENT) WHICH YOU MAY WISH TO MAKE WILL BE WELCOMED. THANK YOU FOR YOUR TIME AND THOUGHTFUL REPLIES.

SURVEY OF COLLEGE OF THE SISKIYOUS STAFF REGARDING FUNCTIONS OF THE COLLEGE

As one facet of the Mid-accreditation Report, we have been asked to survey all employees of the District to determine their feelings relative to the various functions and services performed by the College. This survey is in two parts.

Part I is a series of statements relating to functions and services of the college. We ask that you evaluate them in terms of how well they are being performed and how important you feel they are.

Part II relates to you individually and deals with your relationships and feelings within the college community.

It is entirely possible that there are some functions about which you have very little information and do not feel you can evaluate; however, we hope that you will at least be able to give your opinion as to their relative importance. You may feel that a particular function is totally unnecessary and should be eliminated; on the other hand, you may feel that some functions should be added or some existing ones made more important. Space is provided for additional comments.

In any event, we ask that you try to be as honest as possible in evaluating all the functions so as to help us in determining how we may better serve the community, the students, and ourselves.

To aid us in evaluating the response, we ask that you indicate your job status in the space below. We DO NOT need to know your name.

Thank you for your cooperation.

Bob Wineland Jim Witherell

JOB STATUS (please check appropriate boxes)

____Board Member.

____Administrator.

____Faculty. Length of time with district: ____1-5 yrs ____6-10 yrs ____over 10

____Classified staff. Class____, Step____(see attached schedule)

SURVEY OF COLLEGE OF THE SISKIYOUS STAFF REGARDING FUNCTIONS OF THE COLLEGE

- PART I -

Following are statements relating to functions and services of College of the Siskiyous. Please evaluate each of these in terms of how well they are being performed and how important you feel they are.

HOW WELL IS PERFORMED (EXCELLENT GOOD FAIR POOR NO OPINION) — CIRCLE ONE ANSWER ON EACH SIDE		HOW IMPORTANT SHOULD IT BE (VERY IMPORTANT IMPORTANT NOT TOO IMPORTANT NOT AT ALL IMPORTANT NO OPINION)	COMMENTS (OPTIONAL)
4 3 2 1 0 1.	Overall general education.	4 3 2 1 0	1.2
4 3 2 1 0 2.	Teaching of reading and writing skills	4 3 2 1 0	3.4
4 3 2 1 0 3.	Teaching of mathematical skills	4 3 2 1 0	5.6
4 3 2 1 0 4.	Preparation foruniversity transfer.	4 3 2 1 0	7.8
4 3 2 1 0 5.	Courses in the sciences.	4 3 2 1 0	9.10
4 3 2 1 0 6.	Courses in the social sciences	4 3 2 1 0	11.12
4 3 2 1 0 7.	Courses in the arts and humanities.	4 3 2 1 0	13.14
4 3 2 1 0 8.	Occupational training in general.	4 3 2 1 0	15.16
4 3 2 1 0 9.	Courses in business occupations.	4 3 2 1 0	17.18
4 3 2 1 0 10.	Courses in agricultural/ mechanical occupations.	4 3 2 1 0	19.20
4 3 2 1 0 11.	Courses in public service occupations	4 3 2 1 0	21.22
4 3 2 1 0 12.	Courses in health service occupations	4 3 2 1 0	23.24

SURVEY OF COLLEGE OF THE SISKIYOUS STAFF REGARDING FUNCTIONS OF THE COLLEGE - PAGE 2

HOW WELL IS PERFORMED			HOW IMPORTANT SHOULD IT BE	COMMENTS (OPTIONAL)
CIRCLE ONE ANSWER ON EACH SIDE				
4 EXCELLENT 3 GOOD 2 FAIR 1 POOR 0 NO OPINION			4 VERY IMPORTANT 3 IMPORTANT 2 NOT TOO IMPORTANT 1 NOT AT ALL IMPORTANT 0 NO OPINION	
4 3 2 1 0	13.	Meeting educational needs of community	4 3 2 1 0	25.26
4 3 2 1 0	14.	Recreational courses for community	4 3 2 1 0	27.28
4 3 2 1 0	15.	Cultural courses for community.	4 3 2 1 0	29.30
4 3 2 1 0	16.	Domestic skills courses for community.	4 3 2 1 0	31.32
4 3 2 1 0	17.	Avocational/hobby courses for community	4 3 2 1 0	33.34
4 3 2 1 0	18.	Environmental courses for community	4 3 2 1 0	35.36
4 3 2 1 0	19.	Occupational courses for community	4 3 2 1 0	37.38
4 3 2 1 0	20.	Personal counseling of students	4 3 2 1 0	39.40
4 3 2 1 0	21.	Academic advising for university transfer	4 3 2 1 0	41.42
4 3 2 1 0	22.	Academic advising for job training.	4 3 2 1 0	43.44
4 3 2 1 0	23.	Counseling and advising for evening students	4 3 2 1 0	45.46
4 3 2 1 0	24.	Overall service to community	4 3 2 1 0	47.48
4 3 2 1 0	25.	Cultural programs for community	4 3 2 1 0	49.50
4 3 2 1 0	26.	Providing a forum for discussion of current issues.	4 3 2 1 0	51.52

HOW WELL IS PERFORMED		HOW IMPORTANT SHOULD IT BE	COMMENTS (OPTIONAL)
CIRCLE ONE ANSWER ON EACH SIDE			
EXCELLENT GOOD FAIR POOR NO OPINION		EXCELLENT GOOD FAIR POOR NO OPINION	
4 3 2 1 0	27. Providing facilities for community functions	4 3 2 1 0	53.54
4 3 2 1 0	28. Services for educationally and physically handicapped.	4 3 2 1 0	55.56
4 3 2 1 0	29. Student personnel office services.	4 3 2 1 0	57.58
4 3 2 1 0	30. Other student services, such as bookstore, cafeteria, dormitories.	4 3 2 1 0	59.60
4 3 2 1 0	31. Financial aid services	4 3 2 1 0	61.62
4 3 2 1 0	32. Business office services	4 3 2 1 0	63.64
4 3 2 1 0	33. Administrative office services.	4 3 2 1 0	65.66
4 3 2 1 0	34. Maintenance of buildings and grounds.	4 3 2 1 0	67.68
4 3 2 1 0	35. Campus security services	4 3 2 1 0	69.70
4 3 2 1 0	36. Athletic programs.	4 3 2 1 0	71.72
4 3 2 1 0	37. Providing space for CETA programs.	4 3 2 1 0	73.74
4 3 2 1 0	38. Providing space for other government-funded programs not related to college.	4 3 2 1 0	75.76
4 3 2 1 0	39. Staff relationship to students	4 3 2 1 0	77.78
4 3 2 1 0	40. Staff relationship to community	4 3 2 1 0	79.80

- PART II -

CIRCLE ONE ANSWER ONLY FOR EACH QUESTION. YOU MAY MAKE ADDITIONAL COMMENTS TO THE RIGHT OF THE QUESTION AND/OR AT THE END OF THE SURVEY.

41. How do you view the importance of your job? 1

1. Very important
2. Somewhat important.
3. Not important.

42. How do you view your relationship with colleagues in this or closely-related jobs?

1. Excellent.
2. Good. 2
3. Poor

43. How do you view your relationship with your immediate supervisor?

1. Excellent
2. Good. 3
3. Poor

44. How do you view your relationship with the rest of the staff?

1. Excellent.
2. Good. 4
3. Poor.

45. How do you view your relationship with the students?

1. Excellent.
2. Good. 5
3. Poor

46. How do you view your relationship with the community?

1. Excellent
2. Good. 6
3. Poor.

47. How much freedom do you have to go above your immediate supervisor for solution of problems and/or resolution of grievances?

1. Complete freedom.
2. Some freedom 7
3. Cannot do it.

48. Have you ever been denied access to a job at COS because of your gender?

1. Yes. 8
2. No.

49. Do you feel that the COS salary schedule provide equal pay for equal work?

1. Yes. 9
2. No.

50. Are you aware of the grievance procedure for the college staff and of how to file a grievance?

1. Yes.
2. No.

10

51. In your opinion, how good a job does the Governing Board of the college do?

1. Excellent.
2. Good.
3. Poor.

11

52. In your opinion, how good a job does the administration do?

1. Excellent.
2. Good.
3. Poor.

12

53. In your opinion, how good a job does the faculty do?

1. Excellent.
2. Good.
3. Poor.

13

54. In your opinion, how good a job does the classified staff do?

1. Excellent.
2. Good.
3. Poor.

14

ADDITIONAL COMMENTS:

Please use the space below for any additional comments on the questions in this survey or on other aspects of the college.

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